



EDUCATION

vision



Greenfield Public Schools will be a group of attractive, well-maintained neighborhood schools with inter- district choice available at the elementary level to Greenfield parents. Each school is a jewel with a focus on preparing children for their next level of education as lifelong learners. School curriculum will not only focus on state requirements which includes core programs and technology, but also will provide ongoing opportunities to develop the skills and behaviors needed for citizenship, scholarship, and leadership. Greenfield's educational programs will be known for the richness of electives and arts, the commitment to acceleration and academic rigor at all levels, and for the commitment to equal opportunities, where economic advantage does not determine participation.

Greenfield Public Schools will offer flexibility and teach students critical thinking skills so they can creatively adapt to environmental, societal, and technological developments. Each school will emphasize community involvement, continuous improvement, innovation, and a respectful culture. The sports fields, playgrounds, meeting rooms, and auditoriums are open to the community when schools are not in use.



Education

Introduction

Good schools, and a positive experience in those schools, benefits the community as a whole by providing students – young and old – the skills and expertise they need to adapt to the changing conditions of the local and regional economy. As we plan for our future, it is also important to consider the infrastructure and administration of these programs – the foundation of Greenfield's education programs needs to begin with safe and efficient facilities, sustainable staffing, and programming that allows our students to be competitive and contributing members of the community. It is also important to build on the existing relationships with higher education institutions, including

Greenfield Community College and University of Massachusetts-Amherst, to continue providing new opportunities for students to expand their knowledge outside the traditional classroom environment. A comprehensive, collaborative sustainable education system in Greenfield will incorporate all of these aspects to accommodate residents of all ages and learning abilities for years to come.

This element of the Master Plan is charged with exploring the physical aspects of its K-12 educational system. The curricular aspects are the purview of the School Board and Administration. The following is a description of the existing educational resources within Greenfield, including the public school system, private schools, and continuing education programs, so as to give a context for K-12 schools, which play a critical role in establishing lifelong learning habits (*continued on page 216*)

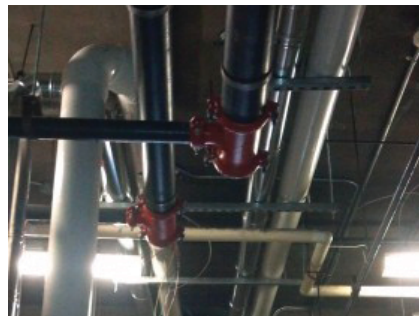


Four Corners Elementary Walk-to-School Day. Photo source: Michael Sustick



goals

In Ten Years...



1

All schools and administrative buildings and equipment are safe, have adequate space, are attractive, well maintained, have good air quality, and are energy efficient.



2

The Greenfield school system is a choice-in system with high-quality, energy-efficient facilities and adequate staffing to offer a broad range of options that provide quality education for 21st Century jobs.



3

Facilities, equipment and technology systems for staff and students are up-to-date and connected to Town systems where relevant and allowable.



4

School security is addressed and maintained at all levels, including schools, administration building, and storage facilities.



5

Walking and biking to school is common practice for Greenfield's students, school grounds are secure with arrival areas, including school drop-off/pickup areas, and they are beautiful, welcoming, and safe.



6

The school meals program offers healthy food choices and engages in sustainable practices during preparation and disposal.



7

Facilities for Special Education students in all schools are appropriate to the students' learning needs, and are quiet.



that can foster the development of sustainable competencies in our residents with increased knowledge and understanding of local, regional, national and global issues and potential solutions and resources to address these challenges.

Our Education Driving Forces

Our vision for the education system and its facilities is based on the recognition that a thriving, resilient, and sustainable community and economy is one where people want to live, raise and educate their children. To develop the community and benefit from the advantages of a high quality of life we must have a well-maintained public education infrastructure and competitive educational programs. The citizens of Greenfield have a long history of supporting and funding a viable public education system through their taxes and their volunteerism. Our new high school and existing school structures position Greenfield to be able to offer quality education through high-quality facilities and staffing.

The goals and strategies for education ensure that we continue to address our school buildings with a commitment to proactive and timely maintenance; updated school entrances to embrace 21st century security needs; beautification of grounds; encouragement for safe walking and biking to school; healthy, green learning environments; and long-range innovative thinking about how to use our buildings to accommodate fluctuations in school enrollments. In order to ensure that these goals are met, we need to secure additional funding for innovative programs by hiring a creative, highly-skilled grant writer with a view of interdepartmental grant application opportunities.

School Facilities and Vehicles

Facilities and Programming

Eight schools comprise Greenfield's public school system and provide education for students in pre- kindergarten through 12th grade (see **Table 7-1**). They range in size and curriculum to address the wide variety of students' age and learning needs from pre-kindergarten (such as the Academy of Early Learning) to high school students in need of special attention (Poet Seat Therapeutic Day Program). As of 2013, an overall master plan for the schools did not exist for school facilities; however, the School Department has coordinated facility upgrades and use over the last 5-6 years. The following is a near-term "plan" for building use and grade configuration:

- Three buildings for elementary school students in grades K-3;
- Two buildings are used for middle students in grades 4-7;
- The 8th grade will have its own cluster of rooms in the new high school; and
- Grades 9-12 will also be in the new high school building.

As for student population, it is in a growing trend. In 2010 enrollment began to dramatically increase at the elementary grade level. That wave of additional students was at 3rd grade in 2013, and is likely to move up each year. Additionally, there are unpredictable events, such as homeless families with students being placed in Greenfield, which can bring an influx of up to 100 students over a few weeks, as happened in the fall of 2013.

The following outlines the schools in Greenfield and their program offerings.

Pre-Kindergarten and Elementary Schools

Greenfield operates the community-based Academy of Early Learning at North Parish for pre- kindergarten students. The program has full-day and half-day classroom teachers, as well as special education and student services (such as speech and language pathologists).

Table 7-1: Greenfield Public Schools by Grade and Student Population

SCHOOL	GRADES	# STUDENTS (AS OF NOV 2013)
Academy of Early Learning at North Parish	Pre-K	111
Newton Elementary School	K-3	227
Federal Street Elementary School	K-3	197
Discovery School @ Four Corners	K-3	226
Greenfield Middle School	4-7	410
Math and Science Academy	4-7	93
Greenfield High School	8-12	494
Poet Seat Therapeutic Day program	8-12	6
Total		1,764

Source: Greenfield Public School Department, 2013

For children in grades K, 1, 2, and 3 there are three elementary schools, each having common literacy programs and curriculum but also have special features. Newton Elementary is the largest elementary school in Greenfield, with 227 students (see **Table 7-1**). Since 2006, the school has been part of the Massachusetts Expanded Learning Time (ELT) Initiative. The ELT Initiative provides state resources through the Mass 2020 program to participating schools who are extending school time by at least 300 hours per year to improve student outcomes in core academic subjects, broaden enrichment

opportunities, and improve instruction by adding more planning and professional development time for teachers.¹

Federal Street is located just outside of downtown Greenfield and is the smallest elementary school in Greenfield with just under 200 students. Its location provides a centralized space for meetings and cultural events. The school was just awarded a new grant that offers free afterschool childcare programming until 5:30 p.m.

The Discovery School at Four Corners is an Innovation School with an emphasis on hands-on, theme-based instruction. It strives to bring students outside the classroom to learn about the environment, people, and geography with instruction that reduces the reliance on paper and pencil. Greenfield parents are offered a choice of having their children attend the neighborhood elementary school or one that better suits their needs.



Federal Street Elementary. Photo source: Caitlin von Schmidt.

Middle School

Greenfield Middle School building has two programs—one for grades 4 and 5, and a middle school program for grades 6 and 7. Each program is specifically designed for the particular age group. The Middle School is also participating in the ELT Initiative and has expanded the school day by 90 minutes, which

¹ Mass2020: <http://www.mass2020.org/?q=node/3>



provides many types of enrichment opportunities as well as extra sessions of academic programming.

Similar to the Middle School, the Math and Science Academy has a lower school, for grades 4 and 5, and an upper school, for grades 6 and 7. The Math and Science Academy has an accelerated program in mathematics and science but also teaches all of the other subjects. This special program now has 93 students and is located at the Green River School.²

High School

The existing Greenfield High School, for grades 8 – 12, is being replaced with a new building that is being constructed to “LEED (Leadership in Energy and Environmental Design) for Schools” certification and is designed to accommodate 585 students. The architect for the project is aiming for a Silver level of LEED certification.

This certification, among other things, indicates a high level of energy efficiency (see sidebar for specific information on energy efficient measures in the new school). In addition to being energy efficient, a green roof and solar panels are planned for the new building.

The high school is scheduled to be open for classes by September 2014, although final building completion is projected for August 2015. The new school will cost \$66.3 million total cost, \$44.5 million of which is covered through a state grant.

Greenfield High School offers both traditional learning opportunities as well as extra-curricular programs and events like a Friday Lunch Series called Zoom In, “short course” offerings at University of Massachusetts-Amherst, online

² <http://gpsk12.org/>

Energy Efficiency in the new Greenfield High School

The following outlines the planned energy efficiency elements for the new Greenfield High School building:

- Targeting energy efficiency at 20% above the code-minimum baseline, with a 24% stretch goal. The code baseline is about 50 – 60% more efficient than the existing building and the new building has been preliminarily modeled at 70 – 80% more efficient than the existing building.
- Efficiency measures include digital controls on mechanical systems, higher-than-code wall and roof insulation, controlled ratio of window area to solid wall area, white roof to keep the building cooler, window glass that lets light in and keeps heat out, building massing design that will optimize natural daylight to rooms, efficient artificial lighting that will dim down in the presence of ample natural light, and control of plug loads in the building.

Source: Frequently Asked Questions about Greenfield High School: http://www.townofgreenfield.org/Pages/GreenfieldMA_EmerNews/Frequently%20Asked%20Questions.pdf

enrichment classes at Greenfield Community College, and a Greenfield Schools Film Festival, which has been held every year since 2010.

For students who are struggling with traditional classroom settings, Poet Seat Therapeutic Day Program offers a unique program on the Greenfield High School campus. Located in a separate building, this program serves adolescents in high school who are intellectually capable but their emotional status makes attending a large high school very difficult.³

The mission of Poet Seat is to stabilize students so that they can return to less restrictive educational settings and simultaneously provide a quality high

³ Greenfield School Department website: <http://www.gpsk12.org/poetseat/poetseathome.html>

school education. Students can attend any Greenfield high school course, take a virtual course, or design and complete an independent study course. Students can earn credit through community service or work study. The faculty works individually with each student to design a successful high school program. In 2010-2011, Poet Seat launched an afternoon/evening program as well as the day program.

Virtual Academy

The Massachusetts Virtual Academy at Greenfield Commonwealth Virtual School is the first diploma-granting commonwealth virtual school in Massachusetts. Through a unique partnership, the Academy uses the K¹² online curriculum to provide a new learning experience for Massachusetts students in grades K–12 that doesn't require students to come to a school facility every day. With individualized learning approaches, the Academy and K¹² program offer students a high-quality online education option where 80% of the coursework is completed online, outside of a traditional classroom. The school is free and offers students living within driving distance of Greenfield the ability to work face-to-face with instructors and even participate in extracurricular activities.⁴ In 2013 Greenfield's Virtual Academy was chosen to become the first Massachusetts-run Virtual Academy, and is now run by the state.

Technical School

Franklin County Technical School is a regional vocational school located in Turners Falls. According to the school's principle, Richard Martin, "the foundational philosophy of the Franklin County Technical School is that all students are capable of academic and technical skills. All students can grow intellectually, socially, ethically and physically. Students learn best in a safe,

tolerant and disciplined environment."⁵ In order to foster this growth and develop modern-day skills, the school offers a wide variety of programs to get students ready for the workforce. Programs include automotive technology, business technology, carpentry, culinary arts, cosmetology, electrical, health technology, landscaping, plumbing and heating, and welding and metal fabrication.

Vehicles

Large school buses are rented from Kuzmeskis. However, smaller school buses and vans are owned by the town. The School Department works with the Department of Public Works (DPW) to maintain town-owned school vehicles. All vehicles that are not suitable for student transport are reused for other school purposes, such as food services or facilities/ground maintenance.

In 2013, the School Department worked with a consultant to develop a report on the quantity and quality of the school vehicle fleet. An ongoing issue for the school department is when it is or is not sensible to contract transportation vs. having our own vehicles. Most of the School Department's smaller vehicles are used for special education and homeless transportation, which transports a few youth every day. The analyses the School Department has conducted to-date indicates that the benefit of having the flexibility of their own vehicles outweighs using privately-contracted vehicles. As with all town-owned vehicles, the goal is to purchase the most fuel-efficient models possible.

⁴ Massachusetts Virtual Academy at Greenfield: <http://www.k12.com/mava/who-we-are>

⁵ Franklin County Technical School – Principal's Newsletter: <http://www.fcts.org/principal.html>

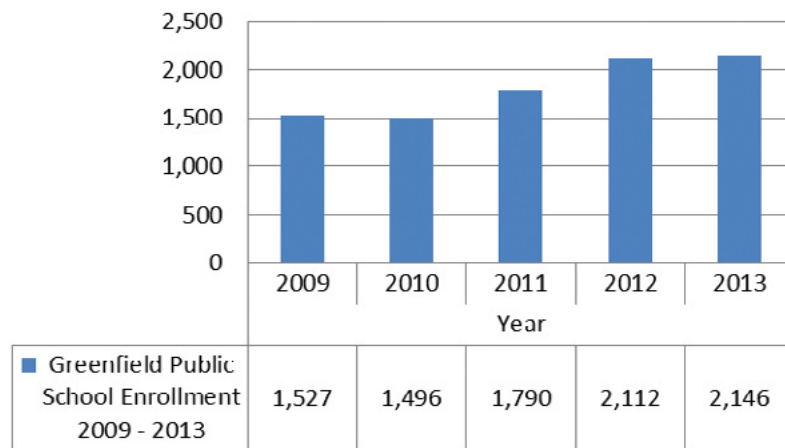


Students and Faculty

Students

Unlike some school districts across the State, Greenfield does not have a stagnant enrollment – the student population is increasing every year. As of the 2012 – 2013 academic years, the Greenfield school system had an enrollment of 2,146 students.⁶ **Figure 7-1** shows the enrollment trends from the last five academic years and **Table 7-1** outlines the enrollment as of November 2013 for each school in Greenfield Public Schools system. Current enrollment at the High School is 494 students and the planned capacity for the new high school is up to 585 students. The second highest enrollment is K-3, with the four combined schools enrolling 761 students. In the next 7-8 years, these students would be at the “new” Greenfield High School. The School Department has a three-fold plan for expansion should these students all continue through the Public School system in Greenfield:

Figure 7-1: Greenfield Public School Enrollment 2009-2013



Source: Greenfield Public School Department, 2013

⁶ This includes the students at the Massachusetts Virtual Academy at Greenfield, which is estimated at about 382 students who are Greenfield residents.

- The current high school enrollment is 483 students. The new high school is being designed for 585 students. There is only one less classroom in the new school than the existing school, so there is considerable “headroom” in the new school before the classrooms fill up to capacity. Also, many of the existing classrooms are smaller than they should be for their enrollment. The new classrooms will all be 850 square feet.
- There are four computer labs/project rooms that are each positioned in the center of their respective floors in the academic wings of the new school. These are planned as computer labs with fixed desktop machines. As the school eventually moves toward laptops and/or mobile devices, as seems to be the trend nationwide, these spaces will be freed up for more flexible project-based learning programs. If the school enrollment cannot be handled in the programmed classrooms, these labs could be used as fully functional classrooms for slightly smaller-sized classes.
- In the future, if the school enrollment still could not be handled by the designed floor plan, an addition would be constructed across the open front of the fore-court, making it into an enclosed four-sided courtyard. Program would be shifted inside to create a new main entrance in this addition, as well as new classroom space above it, and the existing administration area would be renovated into classrooms as well.⁷

Greenfield’s students are diverse in race, ethnicity and income and are dropping out at an average pace, according to the State. According to the Massachusetts Department of Elementary and Secondary Education, while the majority of students in Greenfield Public Schools are White (80%), about 11% are Hispanic and almost 4% are African American (**Table 7-2**). In addition, 6.7% of students do not speak English as a first language in Greenfield. According to the State,

⁷ Frequently Asked Questions about new Greenfield High School: http://www.townofgreenfield.org/Pages/GreenfieldMA_EmerNews/Frequently%20Asked%20Questions.pdf

Greenfield has a 2.8% dropout rate for grades 9-12, as compared to 2.5% in MA, and the district's 63% graduation rate is lower than the MA state average of 86%. However, the district's graduation rate has increased from 57% over five years.⁸

Table 7-2: Greenfield Public Schools: Race, Ethnicity and Enrollment Data

ENROLLMENT BY RACE/ETHNICITY (2012-13)		
RACE	% OF DISTRICT	% OF STATE
African American	3.8	8.6
Asian	2.1	5.9
Hispanic	11.2	16.4
Native American	0.3	0.2
White	80.1	66.0
Native Hawaiian, Pacific Islander	0.0	0.1
Multi-Race, Non-Hispanic	2.5	2.7

Source: <http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=01140000&orgtypecode=5&>

In terms of income, although there is hope that new development dollars will improve local economic conditions, Franklin County as a whole remains depressed. In Greenfield alone, 30% of the Town's residents in 2009 had incomes below the poverty level, compared with 13.4% for the state. These figures are reflected in poverty levels for students in the Greenfield Public Schools. On October 1, 2013, the Greenfield School Department reported that 60% of the student population (about 1,738 students) was eligible for Free and Reduced Lunch, versus 34% for state.⁹

According to the Massachusetts Department of Elementary and Secondary Education, total expenditures for the 2011-2012 school was \$31,687,856, with expenditures per student estimated at \$12,290.¹⁰ This is below the state average of \$16,636 per student. While this is lower, there are some important changes

⁸ http://www.publicschoolreview.com/school_ov/school_id/37776

⁹ http://www.publicschoolreview.com/school_ov/school_id/37776

¹⁰ <http://profiles.doe.mass.edu/profiles/finance.aspx?orgcode=01140000&orgtypecode=5&leftNavID=501&ycode=2012>

that the School Department has identified for continuing to provide high quality education which include enhanced facilities, services, and curriculum. The 2013-2014 Greenfield School Department Budget Information contains enrollment, program, service and facility updates for both the 2013-2014 and 2014- 2015 school years, specifically (please see Appendix for more information):

- Enrollment will continue to increase a minimum of 30-50 students for the next three years through 2015-2016.
- The new high school will generate 3% to 5% enrollment increase.
- A need exists for a small alternative setting for autism and behavior disorder children at the Middle School.
- With increasing enrollment, one additional bus route will be added in FY2014-2015 and 2015- 2016.

Faculty

The Massachusetts Department of Elementary and Secondary Education is introducing new requirements that the School Department is trying to keep up with. There are different ways of looking at staffing, and since so many personnel are not "classroom, core subject" teachers, the State applies another ratio configuration to assess the various programs.

There are currently 147 teachers working for the Greenfield School Department. Thus, the teacher-student ratio was 1 to 14.6 as compared to the statewide average of 1 to 13.5. The School Department tries to keep elementary classroom instruction at a ratio of 1 to 18, with an upper limit of 1 to 22. If the class sizes increase above this limit in the elementary program, there is a concern that families may leave for districts with smaller class sizes. The guidance counselor ratio is typically 1 counselor to 200 students. The School Department is still working on defining other ratios, such as the nurse-student ratio. It is required to have a nurse on location, regardless of school size, even if there are only one



or two children who have ailments.¹¹

The number of custodial and maintenance staff has been gradually increasing each year, to keep up with the increasing number of students and schools in use. The School Department anticipates needing an additional custodian at the new Greenfield High School. The biggest issue with cleaning schools is floors and bathrooms (bathrooms all have to be cleaned every day), and with an increased footprint, there will be a need for another custodian to clean and maintain the building.

The 2013-2014 Greenfield School Department Budget Information contains faculty updates for both the 2013-2014 and 2014-2015 school years, specifically (please see Appendix for more information):

- New classroom teachers will be funded in the first year by school choice and in the second year will be brought into the general fund. New teachers include: a music teacher to be shared among all three elementary schools; a new science teacher and choral/music teacher at the Middle School; and 9th and 10th grader teachers at the High School.
- With extensive new guidelines and compliance requirements, Central Administration has to increase staff.

Technology

Greenfield Public Schools are completely data-driven and technology-based. Every teacher has a classroom computer and interactive white board for instruction, every school has at least one computer lab and several classrooms have student computers to assist with small group instruction. Every student in grades K-12 has computer network access. Administrators, faculty and staff have

computer network access and an email address. Parent logins are common for certain district applications such as PowerSchool (Greenfield School Department's electronic student information database) and Follett Destiny, the district-wide library management system installed for cataloguing and borrowing books at each school.¹²

Greenfield is considering the possibility of making crucial improvements to its information technology and telecommunications capabilities. One project currently in the pipeline would install a fiber backbone to connect all departments and enhance municipal inter-departmental networking and data sharing. Greenfield Public Schools would realize improved intra-district communications if all schools and the Central Administration building were interconnected on a fiber-based Wide Area Network. The Technology Plan 2014-2017 for the Greenfield Public Schools (draft as of December 2013) provides current technology initiatives, a needs assessment, technology goals, and metrics to measure progress in implementing the plan. Please see the Appendix for the Technology Plan.

Private and Charter Schools in and Around Greenfield

Greenfield has three private schools. The oldest is the Stoneleigh-Burnham School, a private boarding school for girls in grades 7 – 12. The Greenfield Center School serves students through eighth grade and is focused on helping children become more skilled, social and emotional beings. The Eagle Mountain School is an independent day school that offers a complete curriculum for children ages 8-14 with learning disabilities. There is currently no religious school in Greenfield since two have closed in the last couple of years.

Other private schools that serve Greenfield students, include: Bement School, a

¹¹ Interview with Dr. Susan Hollins, Superintendent of Greenfield Public Schools

¹² Greenfield Public Schools Technology Plan, 2014-2017 (draft):

private elementary school in Deerfield, MA; Deerfield Academy, an independent co-education boarding school for grades 9 through 12 located in Deerfield, MA, with a student body of 646; Northfield Mount Hermon, non-denominational co-educational boarding and day school for 650 students in grades 9 through 12 as well as a postgraduate year; and Eaglebrook School, a junior boarding school for boys in grades 6 through 9 located in Deerfield, MA with a 254 students.

Four Rivers Charter Public School is another option for students in grades 7-12. Four Rivers is a publicly funded charters school founded in 2003 that is located on the site of a historic farm. It is affiliated with Expeditionary Learning Schools, which encourages active, project-based academic learning, service and character education. According to their mission statement, their central themes are nature, technology and community, which guides their teaching and learning at the school.¹³

Greenfield Community College

One of the Town's major educational assets is Greenfield Community College (GCC), which is also one of its more significant employers. Enrollment in Fall 2013 was 2,238 students, of which 36% were registered as full-time students and 64% part-time. Over the last ten years, enrollment has ranged from between 2,200 to a peak of approximately 2,600 students in the Fall of 2010. Approximately 57% of the 2013 student population is considered to be in the "traditional" age group of 24 years old or younger (the average age is 27). The vast majority of these students are matriculated into associate degree or certificate programs.¹⁴

GCC also maintains a downtown presence where the Office of Community Education is based. This program offers courses to nearly 2000 participants each

year at locations in Franklin and Hampshire counties. Workshops are designed in response to community needs, often in cooperation with other organizations, drawing upon both college and community resources. Instructors are from the community and work as tradespersons, artists, professionals and educators and teach classes and technical skills workshops in a broad range of subjects, including alternative energy, art, business, computers, crafts, dance, finance, and trades. Classes are available throughout the year at various times of day.¹⁵

As of 2013, GCC has a total of 353 employees on staff, including administrative and maintenance, of which 207 are full-time employees. Approximately 61% of the employees live in Franklin County.¹⁶



Greenfield Community College, Permaculture Garden. Photo source: VHB.

¹³ http://www.fourriverscharter.org/docs/school_profile_10-11.pdf

¹⁴ Greenfield Community College Fast Facts, <http://web.gcc.mass.edu/fast-facts/>

¹⁵ <http://web.gcc.mass.edu/creditfree/>

¹⁶ Conversation with Marie Breheny, Director of Assessment, June 2013





Implementation: Goals, Strategies, and Actions

The goals and strategies for education ensure that we continue to address our school buildings with a commitment to proactive and timely maintenance; updated school entrances to embrace 21st Century security needs; beautification of grounds; encouragement for safe walking and biking to school; healthy, green learning environments; and long-range innovative thinking about how to use our buildings to accommodate fluctuations in school enrollments. In order to ensure that these goals are met, we need to secure additional funding for innovative programs by hiring a creative, highly-skilled grant writer with a view of interdepartmental grant application opportunities.



goal

1

All schools and administrative buildings and equipment are safe, have adequate space, are attractive, well maintained, have good air quality, and are energy efficient.

STRATEGY 1

Maintenance is performed regularly, and all maintenance is approached as an opportunity to upgrade facilities to become safer, healthier, more sustainable, energy efficient, and beautiful, and purchasing policies ensure school vehicles are as energy efficient as possible.

Maintenance is essential to providing a healthy, safe learning environment for students. Developing and implementing an operations and maintenance plan will help identify and replace or fix vehicles and equipment before they are broken, increases energy efficiency of vehicles and equipment through routine cleaning and maintenance, and saves the school district money by anticipating capital expenses in advance through careful and regular inspections.

Implementation Actions:

- a. Environmental health inspections are up to date including: air quality, mold and mildew, water quality, and asbestos and chemical monitoring.
- b. Heating Ventilation and Air Conditioning (HVAC), plumbing and electrical systems are repaired with longevity, low maintenance, and sustainability in mind.
- c. Cleaning continues to be done with “green” products. Non-toxic chemicals, including fertilizers, are not used anywhere in school buildings or on the grounds.



National Best Practices Manual for High Performance Schools

goal 2

The Greenfield school system is a choice-in system with high-quality, energy-efficient facilities and adequate staffing to offer a broad range of options that provide quality education for 21st Century jobs.

STRATEGY 2

Ensure that budgeting and policies provide quality facilities and curriculum with adequate staffing and administration to meet the over-arching student and maintenance needs of our school system.

A financial, programmatic and procedural framework is essential to ensuring that the School Department's buildings, policies, curriculum and staff support and meet the growing, evolving needs of Greenfield's students. This will save the Town time and money and allow the faculty to focus on delivering a high quality education to our future generations.

Implementation Actions:

- a. Ensure that teacher/student ratio does not exceed a ratio of 1:22.
- b. Add a curriculum coordinator or Assistant Superintendent to ensure quality curriculum is available for our students.
- c. Add plumber to maintenance staff rather than waiting for a contractor to fix an immediate problem.
- d. Hire a grant writer that is shared with all town departments to seek innovative opportunities that are interdepartmental.



Shared Curriculum Coordinator at BOCES



Implementation

goal 3

Facilities, equipment and technology systems for staff and students are up-to-date and connected to Town systems where relevant and allowable.

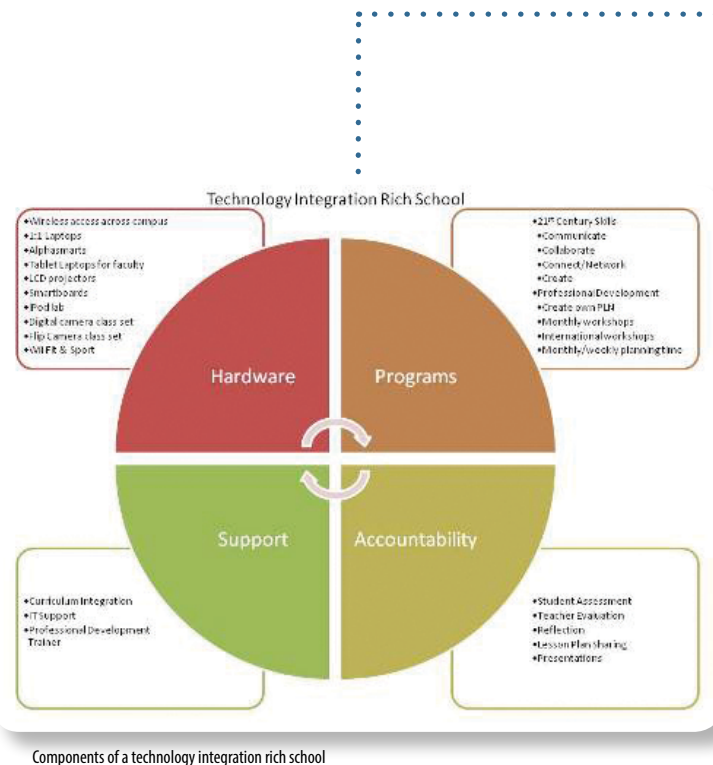
STRATEGY 3

Ensure that all communication systems, such as computers, telephones and wireless Internet access, are current, accessible and meet state and federal regulations.

The world of technology is constantly changing. A forward thinking plan should be created to anticipate and plan to adapt to the evolution of technology and how it can be an asset to both student learning, more efficient coordination between schools, and connection with central school administration and with the Town government as a whole.

Implementation Actions:

- Implement the Greenfield Public Schools Technology Plan, 2014-2017
- Connect to Town systems where relevant and allowable.
- Install Wi-Fi throughout the School Department facilities.
- Ensure communication systems, such as telephones and Internet, are up-to-date and attentive to federal and state requirements to schools.



goal

4

School security is addressed and maintained at all levels, including the schools, administration building, and storage facilities.

STRATEGY 4

School building entrances, both exterior and interior, are safe and secure, but welcoming of authorized individuals.

School security and safety is a concern of educators, parents, students and the public at large. When it comes to keeping students safe, there are many issues, including school violence which has been gaining in public awareness. More schools are using safety and security measures to reduce violence on school grounds. However, it is important to remember that our schools are public gathering places and they need to be inviting and accessible to visitors.

Implementation Actions:

- Security systems, as recommended for individual schools, are current and monitored.
- All safety systems and features are inspected regularly such as: entrances and exits, ADA compliance, elevators, fire and fire escapes, elevators, chimneys, playgrounds, kitchens, and paint as needed.



School Gate Guardian



Implementation

goal

4

[continued]

School security is addressed and maintained at all levels, including the schools, administration building, and storage facilities.

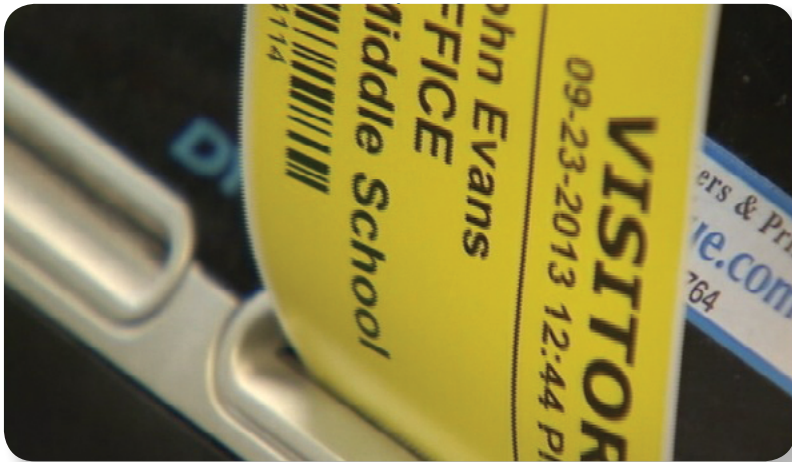
STRATEGY 5

Security policies are in place and regularly maintained to ensure proper vetting of individuals attempting to enter the schools.

A security policy lays out the processes and procedures that must be followed to ensure the safety of the people that it is intended to protect. However, a policy is only effective if it is enforced. Developing and enforcing a successful policy requires collaboration and cooperation among the appropriate stakeholders, including police and facilities managers.

Implementation Actions:

- a. Evaluate all of the security policies across all of the schools and conduct a gap analysis to determine what is missing.
- b. Work with Police and other Emergency Management personnel to craft and uphold all security policies throughout the School Department.



School Security pass

goal

5

Walking and biking to school is common practice for Greenfield's students, school grounds are secure with arrival areas, including school drop-off/pickup areas, and they are beautiful, welcoming, and safe.

STRATEGY 6

Re-evaluate bus, visitor, delivery, staff, and parental vehicle needs to ensure that drop-off areas are safe and attractive; that air quality (from vehicle emissions) is not compromised; and there is adequate staff and visitor parking.

Entrances and drop-off areas need to be designed, constructed and maintained to ensure they are safe for people of all ages and abilities. This includes signage and policies to prohibit unnecessary vehicle idling. Parking should be adequate enough to accommodate both the school staff and visitors during or after hours.

Implementation Actions:

- a. School grounds are secure, beautiful and welcoming with adequate lighting, signage, paths, benches, bike racks, trees, shrubbery, and flowers.
- b. There is adequate space for deliveries and parking for staff, parents, and visitors.
- c. Create a landscape upgrade and maintenance plan that ensures exterior curbs, steps, rails and trim are in good condition and grounds are regularly mowed and maintained, and that lighting and water management systems are upgraded to greener options whenever possible.
- d. The community has access to school facilities such as sports fields, playgrounds, libraries, meeting spaces and auditoriums as needed after school hours.
- e. Spaces for outdoor classrooms are available and utilized.

SY - Circulation & Fencing		BSI Design Workbook (rev. 8.12.10)	8
Purpose, Description & Considerations <ul style="list-style-type: none"> • circulation requirements - fire codes, pick-up/drop off areas, exit & entry needs, delivery, bus and car access - all inform the overall design layout of schoolyard areas, play spaces and outdoor classroom location • fencing and bollards - define the circulation plan & SY areas, and provide clear identification of safe places for student use that 		<ul style="list-style-type: none"> is separated from vehicular traffic & landscape plantings • fencing may be added as barrier with abutters (may be green fence, privacy slats or solid wall) • SY design must clarify: entrances & exits for students, staff and visitors; bus pick up and drop off areas; respect handicap access • parking - teacher & staff parking on school property is negotiable and not a requirement 	<ul style="list-style-type: none"> • respect existing desire lines (traditional pathways across the schoolyard) • define best location for dumpster & recycling collection • separate schoolyard areas from waste management functions when possible (for smell, sight and public health concerns) • consider a range of materials - for function; cost; aesthetics; green practices; & sustainability
Design Checklist <ul style="list-style-type: none"> <input type="checkbox"/> fencing, gates or bollards between play areas and vehicular traffic <input type="checkbox"/> landscape protection - clear definition between foot traffic and play zones 		<ul style="list-style-type: none"> <input type="checkbox"/> access for deliveries & pick up <input type="checkbox"/> fire & emergency access <input type="checkbox"/> separation of dumpster from play space (lockable fence?) <input type="checkbox"/> student line up areas 	<ul style="list-style-type: none"> <input type="checkbox"/> parent waiting area for pick-up <input type="checkbox"/> fence between SY & neighbors <input type="checkbox"/> green practices: permeable surfaces; on-site run-off water collection & management; use of recycled materials

School yard design - circulation



goal 5 [continued]

Walking and biking to school is common practice for Greenfield's students, school grounds are secure with arrival areas, including school drop-off/pickup areas, and they are beautiful, welcoming, and safe.

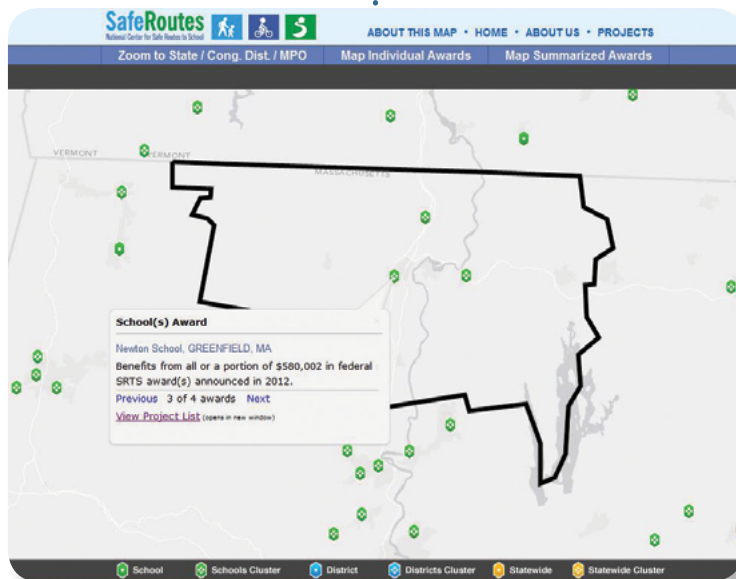
STRATEGY 7

Expand Safe Routes to School program from once a month to weekly, then daily with the goal of increasing health, exercise, and non-motorized ways of traveling around.

Safe Routes to School programs focus on removing the barriers to walking and biking to school, including constructing sidewalks, striping crosswalks and bike lanes, and providing education to students, parents and drivers about how to create a safe environment for students on their journey to and from school.

Implementation Actions:

- a. Work with Greenfield Police Department, Parent-Teacher Organizations, Greenfield Public School teachers and administrators, local businesses and other stakeholders to relaunch the Safe Routes to School program monthly, with a discussion about how to expand it to daily programming.
- b. Determine where the sidewalks and bicycling routes are deficient in Greenfield.
- c. Upgrade crosswalks and investigate other opportunities for "striping" roadways for pedestrian and bicycle safety.



Safe Routes to School Projects in Greenfield

goal 6

The school meals program offers healthy food choices and engages in sustainable practices during preparation and disposal.

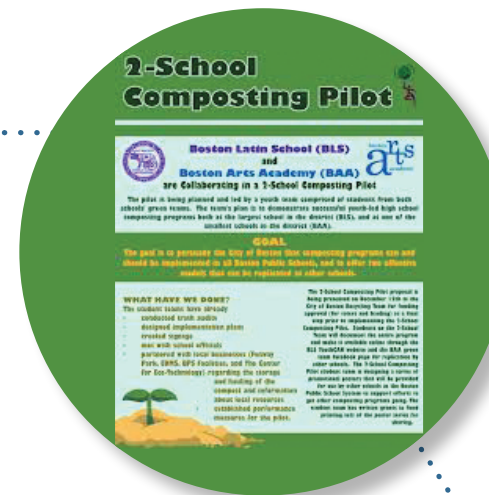
STRATEGY 8

Reduce waste by applying for composting grant and implementing it, while using washable or compostable trays, plates, and flatware.

School waste contains a large percentage of discarded food and potentially biodegradable items (like paper towels and plates). In order to reduce materials going to landfills and instill lifelong habits of reducing our impact on the environment, schools can investigate, develop and implement programs that separate discarded food and biodegradable items from the waste stream and bring them to a facility where they can be turned into compost that supports local and regional agriculture.

Implementation Actions:

- Determine the best approach for implementing a compost program, perhaps through a pilot at one or more of the schools.
- Investigate grants through local, state and federal foundations and other funding sources to provide seed money for a composting program.



Boston Latin School Compost Pilot



Pack a Waste Free Lunch



goal

6

[continued]

The school meals program offers healthy food choices and engages in sustainable practices during preparation and disposal.

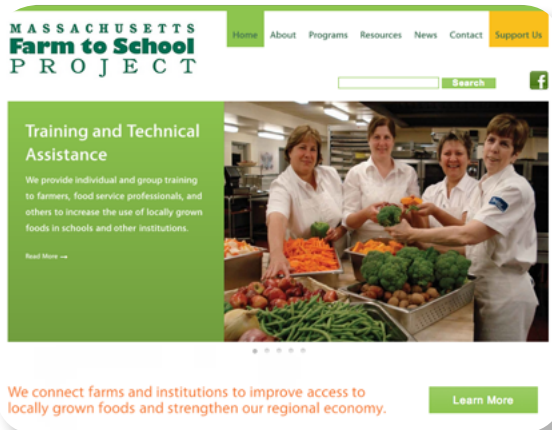
STRATEGY 9

Implement a farm-to-school program by working with local farmers and other farming organizations for access to locally-grown food and farming expertise as well as to support continuing educational options for Greenfield Public School teachers about food and local agriculture.

A farm-to-school program would facilitate purchasing relationships between local schools and local farms and agriculture businesses to increase availability of food in schools that is produced in or around Greenfield. Oftentimes, these programs also provide local food and agriculture education for students and teachers to understand the benefits of locally produced food. Curriculums are created that can be easily integrated into traditional subjects like biology, math, economics and health education.

Implementation Actions:

- Identify affordable sources of local food, and create a plan to utilize those local sources.
- Investigate funding opportunities through local, state and federal sources to provide grants to jumpstart a new program and help support the purchase of local food.
- Work with Just Roots to establish a curriculum for the schools that addresses local food and skills in farming and the agricultural trade.
- Implement a certificate program for teachers that prepare them to develop curriculum that teaches students about farming and the importance of local food.



MA Farm to School Program

goal 7

Facilities for Special Education students in all schools are appropriate to the students' learning needs, and are quiet.

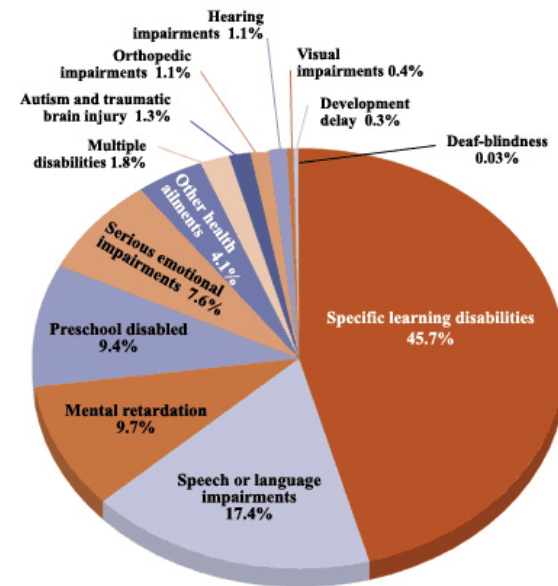
STRATEGY 10

Explore creating on-site and off-site facilities that meet the needs of a variety of special education programs at all age levels.

Students with special needs often require a different learning environment and instruction than their peers. Traditional classrooms do not always provide that environment for the necessary learning styles, which could make it difficult to make progress with the student. Identifying the needs of these students, and finding on- and off-site locations that meet those needs, is important to successfully engaging them throughout their educational career.

Implementation Actions:

- a. Work with Special Education Teachers at the School District to determine what the needs are of special education students, and what types of facilities are necessary to facilitate their learning. Identify the gaps.



Special Education by Category



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Source of Implementation Illustrations:

- National Best Practices Manual for High Performance Schools - <http://apps1.eere.energy.gov/buildings/publications/pdfs/energysmartschools/nationalbestpracticesmanual31545.pdf>
- Shared Curriculum Coordinator at BOCES - <http://www.gstbores.org/#/pages/iss/curriculumdevelopment.cfm>
- Components of a technology integration rich school - <http://langwitches.org/blog/2009/01/10/components-of-a-technology-integration-rich-school/>
- School Gate Guardian - <http://www.schoolgateguardian.com/>
- School Security pass from - <http://www.wsocvtv.com/news/news/local/rock-hill-school-visitor-policy-increases-security/nZ5kx/>
- School yard design - circulation - http://www.schoolyards.org/pdf/circulation_fencing.pdf
- Safe Routes to School Projects in Greenfield - maps.saferoutesinfo.org
- Pack a Waste Free Lunch - compostactivist.com
- Strategy 8 - Boston Latin School Compost Pilot - www.blsyouthcan.org
- MA Farm to School Program - www.sethgregorydesign.com
- Special Education by Category - www.edweek.org